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BOOK 7

Tommy Meets
a Dinosaur
Part 2



Tommy
Tales

Guide for Teachers and Parents

Book 7: *Tommy Meets a Dinosaur, Part 2*

This is the seventh in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing. A new book in this series will be “published” every month.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See Book 1, *The School Lunch Room*, pages 2 and 3 of the Teacher's Guide for directions on how to make the book. If you download and copy the pages in advance, students can assemble the pages and tape or staple them together. Before starting to read, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean.

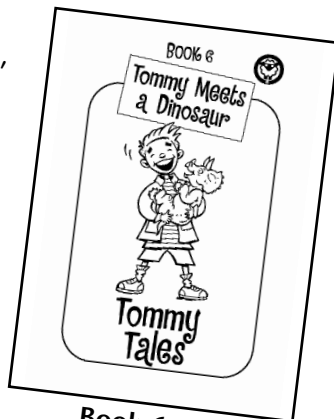
Students should recall with ease the previous story, *Tommy Meets a Dinosaur*. Briefly review it, asking for volunteers to summarize the story, especially the point where it left off. Students should be quite aware at this point that this book is another in a series and that this story is part of a much longer one. They should be anticipating what may happen next. Before starting to read *Tommy Meets a Dinosaur, Part 2*, you may want to test students' retention of the various dinosaur names. Use the dinosaur flash cards to play a game identifying the names of the dinosaurs mentioned in the previous book.

Planning with Ewe Books

As you are beginning your planning for the year, depend on the Learning Page and this delightful serial story to add variety and fun to your reading routines. One new book a month, and all accompanying teachers' materials and **Fun Sheets**, supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

Last time: While playing with some dinosaur cards and books, Tommy and his friends vote on where to take their next excursion with RK-5—back in time to the land where dinosaurs roamed. They first meet and befriend a baby Triceratops, who shows them where the other dinosaurs are, but warns them of the fierceness of the mighty Tyrannosaurus . . .



Book 6

Review Prior Knowledge

Tommy Meets a Dinosaur, Part 2 will need very little introduction; left with an unresolved ending in the previous book, students might want to start this one right away. Leave some time between the two stories but not too much; students' anticipation will be a wonderful motivator for continuing both the reading and the associated activities.

1. What are some key elements that students remember about the previous story?
(*Tommy Meets a Dinosaur*)
2. Ask students what they can predict about the story from what you have read on these first two pages. Have them write their predictions in their reader's journals and go back to them after studying the story and doing the **Fun Sheets**.

Predicting Outcome

After reading pages 2 and 3, or after every few pages, check with students and ask them to predict what will happen next. Remind them of their previous knowledge and what they learned from the story before this one. Construct a simple chart on which students can record what they predicted and then check back after further reading to compare their predictions with the actual story.

Questioning Strategies:

- What has happened so far in the story?
- Based on pages 2 and 3 (or any combination of consecutive pages), what do you predict will happen next?

Reading Guide

The Dinosaur stories (*Tommy Meets a Dinosaur* and *Tommy Meets a Dinosaur, Part 2*) can be utilized in many ways. As part of your ongoing reading program, as a launching point for a **Dinosaurs Unit**, or as the next installment in the Tommy Tales Series, read the stories at a regular reading time every day. Other teaching strategies:

1. Read *Tommy Meets a Dinosaur* aloud, all the way through, with the entire class during your regular story time. You could then review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.

2

Tommy and his friends were in a dark cave. There was a hungry Tyrannosaurus at the entrance to the cave. The huge dinosaur roared loudly.

The Tyrannosaurus was so close, Tommy could feel its warm breath on his face.

"Help us, RK-5. Can you get us out of here?" begged Lucy.



2. After reading aloud the first two pages, you could stop and begin questioning for comprehension and work on some of the **Fun Sheets**. Proceed to the second spread, etc.
3. Use **Fun Sheet 001** to check comprehension of characters and events, or **Fun Sheet 011** to check understanding of chronological events.

Fun Sheet 001

Name _____

Read the story and circle the correct answers.

1. Where were the friends at the beginning of the story?
Andy's house dark cave the park

2. What one of the friends afraid of?
Don the Dinosaur T. Rex Quiraptor

3. How many creatures made the trip to the cave?
six seven eight ten

4. How many creatures made it back to the park?
six seven eight ten

5. Why couldn't Tommy press the buttons on RK-5?
he lost RK-5 it was too dark the buttons flow away

6. How did Tommy's jacket get ripped?
he was clawed by a dinosaur he fell against a rock
luffy tried to pull his jacket off

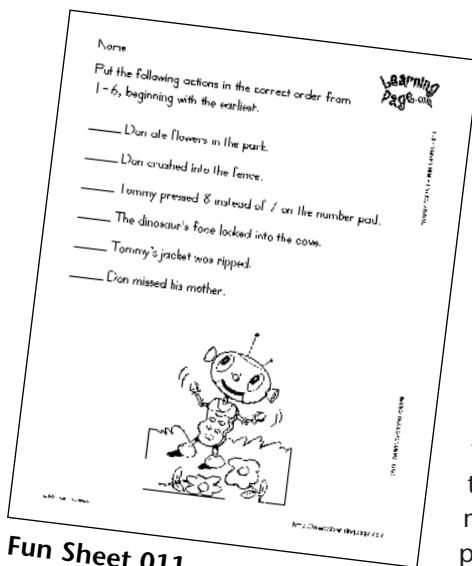
Fun Sheet 001

"I can take you back to the park. Tommy has only to press 16-1-18-11 x 7 on my number pad. We'll be there in seconds," said RK-5.

"I can't see the numbers. It's too dark in here!" shouted Tommy.

"You need to go closer to the entrance. It's lighter there," said Sam.

"No way!" said Tommy. "If I go near the entrance, T. Rex will get me."



4. You may want to prepare both Dinosaur stories (installments 6 and 7) so that you can use them one after the other and sustain enthusiasm for the Dinosaur theme. Look at all the **Fun Sheets** for each book in advance, as well as the **Lesson Plans** for the **Dinosaur Unit**, the **Cut Outs**, and the mural. Download all possible teaching materials in advance of beginning the unit.

In the Dark

"I can't see the numbers. It's too dark in here!" shouted Tommy.

Initiate a discussion with students about being in the dark. Children are often afraid of the dark but may not admit it. Have students make a simple chart listing things they like about being in the dark and things they dislike.

I like the dark because:

I don't like the dark because:

Encourage students to express any fears they may have and also to think of positive things about being in the dark. Some ideas include:

Good things

- seeing stars and planets in the sky
- seeing fireflies
- with less visual distraction, it's often possible to tune into other senses—for example, to hear more nature sounds or to notice the sense of smell more

Bad things

- getting surprised by animals and people more easily
- imagining scary things if you can't see what's there
- tripping over things you can't see

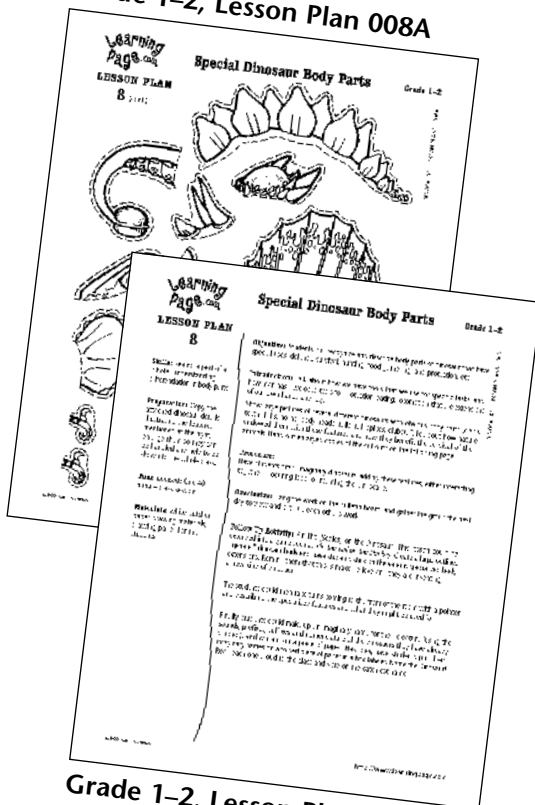
Extension Ask students to do an experiment at home in the dark with a family member. Have them go outside and stand in their yard, either blindfolded or with eyes closed, and notice what they perceive with their other senses when the sense of sight is unavailable to them. They might notice smells, wind, a left-over dinner taste in their mouth, cricket sounds, or the rustling of leaves.

Dinosaurs Lesson Plans

One of the most exciting themes featured on **The Learning Page** Web site is **Dinosaurs**. This comprehensive unit contains more than 40 math, language, science, and fundamentals **Fun Sheets** for each grade level from preschool through third. There is a mural for students to construct and color, as well as **Cut Outs** that can be used in many different activities. Students can refer to twenty **Dinosaur Fact Files** for research and information gathering. An extensive reading list with mini-reviews and a direct link to an on-line bookseller for easy purchasing can also be found.

Lesson Plans guide teachers in using all the materials on the Web site in multi- and interdisciplinary activities. There are two levels, PreSchool/Kindergarten, and Grade 1–2, both adaptable for higher levels and various special education needs. Each level offers lessons with activities using the **Fun Sheets**, plus adding additional worksheets, patterns, and extensions to expand upon and deepen the study of dinosaurs. Each lesson is organized to delineate skills, objectives, preparation, materials, time needed, and procedures, as well as books and resources to be gathered.

Grade 1–2, Lesson Plan 008A



Grade 1–2, Lesson Plan 008

4



"You have to try," said Kim, "or we'll never get out of here."

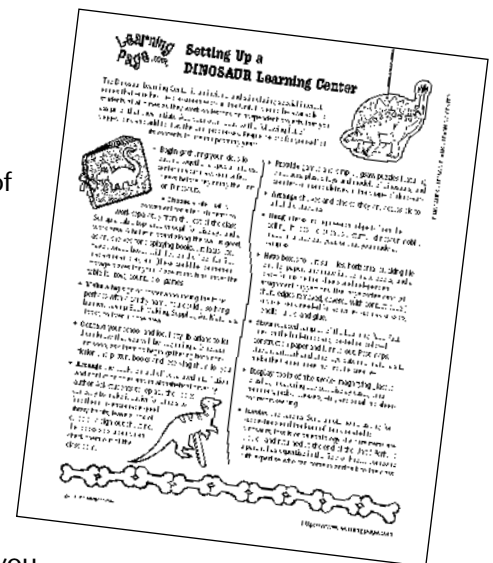
"Okay, I'll walk just a little closer to the light," said Tommy.

Tommy slowly walked towards the entrance of the cave. He carefully carried RK-5. He was ready to press the buttons as soon as it was light enough for him to see them.

Learning Center

See the **Teacher's Notes** in the **Lesson Plans** section of the **Dinosaur** theme pages of the **Learning Page**. There are extensive suggestions and many ideas for setting up a **Dinosaur Learning Center** in your classroom. As you finish art and writing projects, they can be posted on the bulletin board. The **Learning Center** can also hold

Dinosaur Flash Cards that you have made, as well as materials and directions for hand-made books, which are also found in the **Teacher's Notes**.



Tommy was shaking with fright. He could see the huge dinosaur's face looking into the cave. Tommy stopped. At last, he could see the buttons on RK-5's tummy.

He quickly pressed 16-1-18-11...

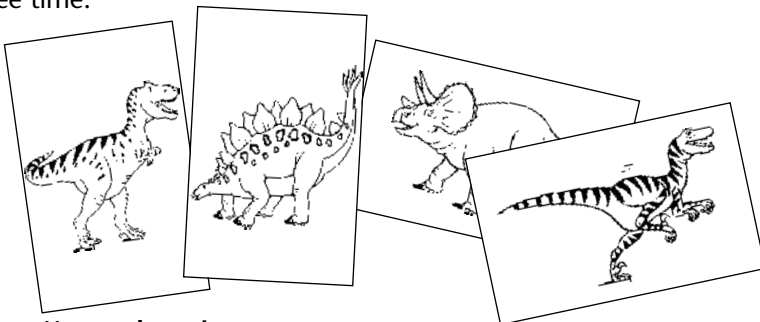
Just as he was about to press the final number, something hit him hard on the back.

Tommy fell to the ground. RK-5 flew out of his hand.



Dinosaur Cards

See Page 5 of the Teacher's Guide for *Tommy and the Dinosaur* for suggestions on how to make **Dinosaur Flash Cards**. To use these for other card games, such as Go Fish (retitled "Go Dinosaur"), Old Maid, or Concentration (matching and memory skills), you will need a set of cards with no identifying names on the backs. The cards can be left in the Dinosaur Learning Center for students to play with after regular work is finished, or during free time.



Caves

When this story begins, Tommy and his friends are trapped in a dark cave. Ask students if they have ever been in a cave. A cave is a wonderful secret world of its own.

Caves can take thousands of years to form. Most caves are found in limestone rock and are created by rainfall that over time dissolves the rock and creates a hollow. As the hollow continues to grow, various geological features develop. These include stalactites, icicle-shaped mineral deposits that hang from cave ceilings, and stalagmites, similarly-shaped deposits that grow upward from cave floors.

Large caves are called caverns. Caverns can be many miles long and may contain lakes and streams. The temperature in a cave hardly changes at all throughout the year, and there is usually no light at all.

Animals—including bats, owls, moths, butterflies, snakes, insects, and spiders—that live in caves have adapted to these conditions. Many have lost the use of their eyes because they have no need for the sense of sight. They often have a strong sense of touch instead.

Bats are perhaps the best-known cave dwellers. They use echolocation rather than sight to find the insects on which they feed. Bats send out high-pitched squeaks that produce subtle echos when they bounce off an object such as a flying insect.

Experiments with Hearing Set up various experiments for students that play with the sense of hearing. Students may not have conscious knowledge of the many ways they rely on their hearing.

- Have students take turns being blindfolded and turned to face an open space in the classroom. Have them shout a word (perhaps *echo*) and listen for how the sound reverberates. Then have them try the same exercise blindfolded and facing a wall that is only a foot or two away. Ask them to describe the differences they hear.
- Have one student follow another, several feet back, both walking in the same direction. The follower can experiment with various sounds, such as whispering, whistling, or moving a wheeled toy on the floor, and the leader can try to identify the sounds.

Adjectives, Adverbs, and Antonyms

These stories contain many opportunities for teaching practical word skills. Look for words that modify other words and words that mean the opposite things. Use the **Fun Sheets** below to assist you.

Fun Sheet 004

Name _____

Circle the adjectives that describe the picture next to them.

sweet	hungry	huge
mean	gentle	extinct
friendly	tall	toothless



naughty	tiny	horned
sad	young	wise
snaky	playful	feathered



calm	worried	playful
human	scared	



Fun Sheet 005

Name _____

Adverbs

An adverb is a word that describes a verb. It tells how or why an action takes place. Adverbs often end in -ly. Example from the story:

The huge dinosaur roared loudly.

The adverb, loudly, describes the verb, roared. Can you see how much more interesting it sounds than if it said: "The huge dinosaur roared?"

Add an adverb after the verb in this sentence:

The children laughed _____.

Find 3 more examples in the story.

Antonyms are words that have opposite meanings. Connect the word on the left to its antonym on the right.

dark	quickly
close	tiny
slowly	soft
huge	light
hard	little
big	far away

Write the antonyms for these words in the story.

good _____

stopped _____

up _____

sad _____

Fun Sheet 006

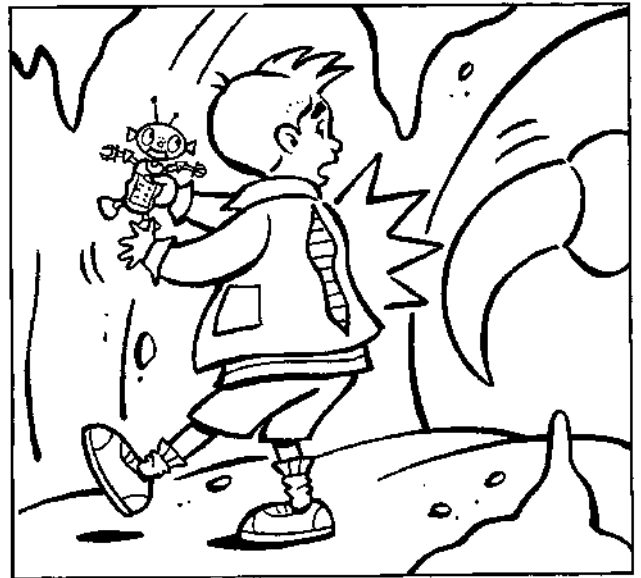
6

The big claw of the Tyrannosaurus had ripped through the back of Tommy's jacket.

Tommy heard RK-5 say, "Quickly, press the last number."

Tommy reached out and picked up the little robot. He looked at his number pad and pressed the number 8.

There was a flash of light and a cloud of blue smoke. The next second, the cave was empty.



Vowel Sounds

After reading a spread or a group of pages, have students call out (or circle on their copies) vowel sounds of your choosing. You could ask for all long e vowels, or all short a vowels, for example.

Fun Sheet 008 covers long vowel sounds, and **Fun Sheet 014** compares long and short sounds for each vowel.

Name _____

Matching Vowel Sounds

Circle the word on the right that has the same vowel sound as the word on the left.

loudly	has the same vowel sound as	huge
		shout
		number
need	has the same vowel sound as	there
		eat
		entrance
cave	has the same vowel sound as	shaking
		back
		flash
smoke	has the same vowel sound as	make
		holes
		looked

Fun Sheet 008



When the smoke cleared, the children were happy to see that they were back in the park. Sam was first to speak. "Look, Don the Dinosaur came with us," she said.

Don was eating the flowers that the park gardeners had carefully planted.

The World of Reptiles

Dinosaurs are reptiles. Discuss with students the characteristics that define reptiles:

- They are vertebrates (they have backbones).
- They breathe air.
- They are cold-blooded.
- They have dry, scaly skin.
- They hatch mostly from eggs laid on land.
- At birth, most look like their parents.

Dinosaurs have many reptile relatives that are still living. Ask students if they can name some of these reptiles. Living reptiles fall into the following four categories:

- **Lizards**—chameleons, Komodo dragons, iguanas, geckos, horned lizards, and more
- **Snakes**—including venomous and nonvenomous types
- **Turtles**—including tortoises (land turtles), terrapins (freshwater turtles), and sea turtles
- **Crocodylians**—including crocodiles, alligators, and more

Some of these types of reptiles were alive when dinosaurs were still living, including crocodiles and sea turtles.

Reptiles versus Amphibians

Because some adult reptiles and amphibians have similar body shapes, telling the two groups apart can be confusing, especially for children. Amphibians have these characteristics:

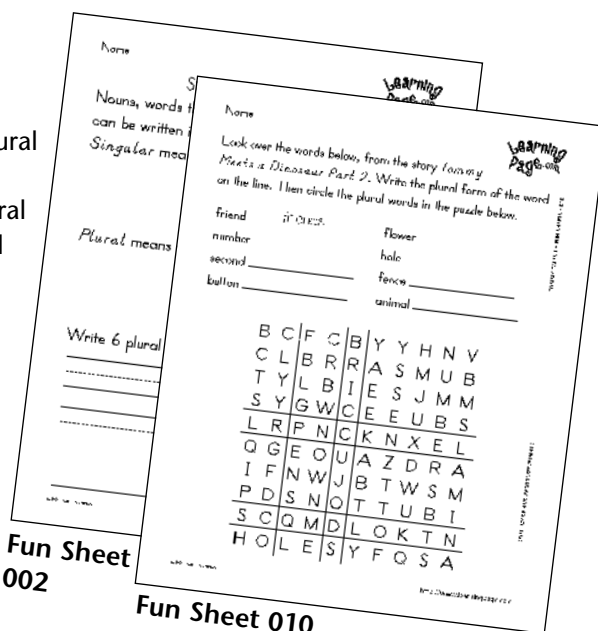
- They are vertebrates (like reptiles).
- They breathe air (like reptiles).
- They are cold-blooded (like reptiles).
- They have skin with no scales (*unlike* reptiles).
- They come from unshelled eggs laid in moist places (*unlike* reptiles).
- At birth, most do not look like their parents (*unlike* reptiles).

Amphibians fall into the following three categories:

- **Frogs and Toads**
- **Salamanders and Newts**
- **Caecilians** (legless amphibians)

Adding S

This story page has two examples of plural nouns formed by adding s, and a plural noun that is formed in another way. Ask the students to find each of them. (*children, flowers, gardeners*) Use **Fun Sheets 002 and 010** for practice in making simple plurals.



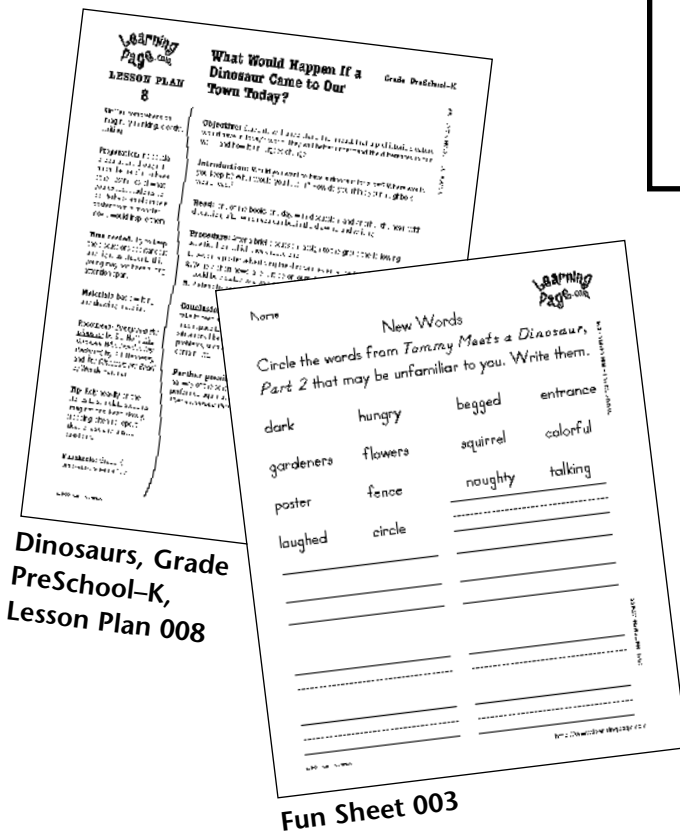
A Dinosaur in Our Town?

Dinosaurs Grade PreSchool–K Lesson Plan 008 discusses what might happen if a dinosaur were to be alive in today's world. There are several activities suggested and three other books on the topic that will add to children's thinking about this possibility.

After reading the Tommy dinosaur stories and discussing the plots and outcomes, ask students to write their own story about what would happen if a baby dinosaur came to their house. Have them include answers to the following questions:

- Which dinosaur would it be?
- What did you name the dinosaur in your story?
- How did it get to you?
- What do your parents think of the situation?
- What are some good things that happened? Some bad things?
- How does the story end?

Stories can be written in journals, on scrap paper, or on notebook paper to be proofread and corrected. The stories can be written neatly in handmade books; directions for these books can be found in both levels of the **Dinosaur Lesson Plans**.



8

"Oh, no!" said Tommy. "How did Don come with us?"

"You pressed 8 instead of 7 on my number pad," answered RK-5. "That means 8 creatures to make the trip. Don is number 8."

"It was a good thing you didn't press 9," said Andy. "If you did, T-Rex would have made the trip with us."



Review Challenging Words

Refer to **Fun Sheet 003** for words that have not been used before in the Tommy Tales series. Write the words on the board. Then read a sentence that suggests the word and have students respond with the correct word.

1. When there is no light. (**dark**, p. 2)
2. How you feel when you haven't eaten food. (**hungry**, p. 2)
3. Asked for money or food with nothing offered in return. (**begged**, p. 2)
4. A paper printed with letters and pictures advertising an event. (**poster**, p. 11)
5. An outside structure made of wood that surrounds a yard (**fence**, p. 11)
6. Behaving in a mischievous and bad way. (**naughty**, p. 12)

"Don, don't eat the flowers!" shouted Andy.

Don stopped eating the flowers.

He saw a squirrel.

He chased the squirrel up a tree.

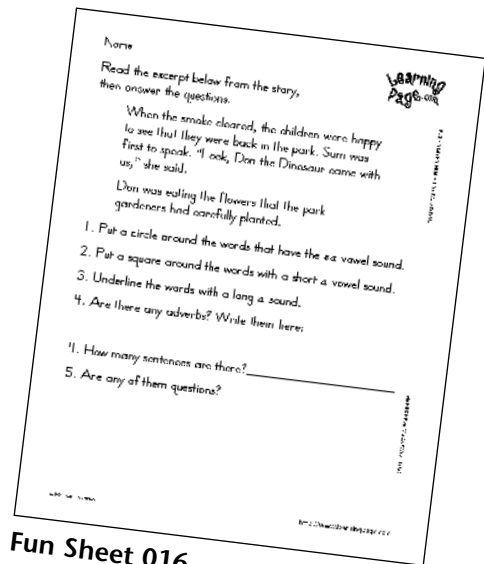
"Don, don't chase the squirrels!" shouted Lucy.

Don stopped chasing the squirrels.



Paragraphs

After reading the entire book, go back and look at a spread to talk about paragraphs. Define what a paragraph is, then ask how we know where a paragraph starts and where it ends. Ask why writers might use paragraphs.



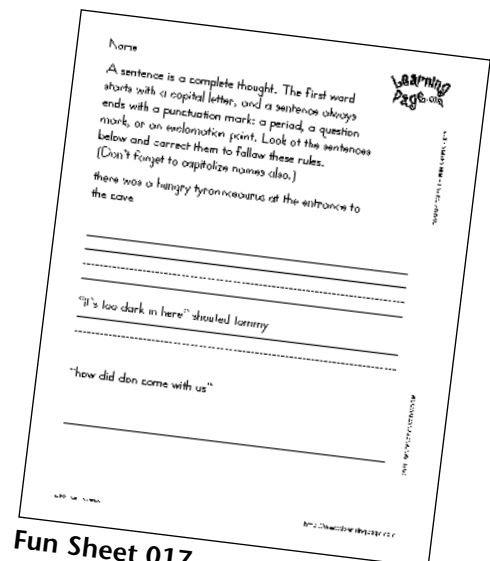
Fun Sheet 016

Fun Sheet 016 gives practice in analyzing paragraphs on page 7 of this story. After completing this worksheet, apply the skills to other pages, such as the paragraphs on page 11. Ask questions of the group to get them to carefully examine the paragraph. Prompt students to separate the paragraph into sounds, vowel patterns, consonant repetitions, and sentences. Note how punctuation works to separate sentences. Use **Fun Sheets 017** and **018** for further practice with sentences and punctuation.

Midway Comprehension Check

Pages 8–9

- Where are the five friends at the beginning of this story?
- How did they end up there?
- Are they happy to be there?
- Why are they having trouble leaving?
- Did Tommy get hurt?
- Who did not originally go with the friends but returned with them? How did this happen?
- Andy says that a T-Rex almost came back with them. How might this have happened?
- Who is chasing a bird and a squirrel?

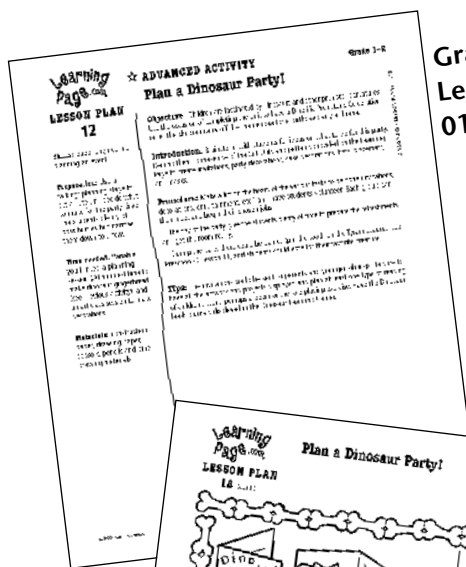


Fun Sheet 017

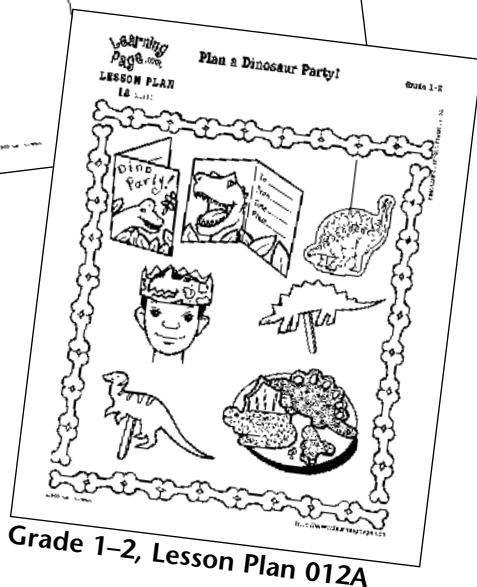
Party Prehistoric Style!

Having a classroom full of dinosaur lovers is a perfect opportunity to extend the theme by having a dinosaur party—to celebrate the coming of spring, the end of the school year, or a group of birthdays. For a more elaborate celebration, try a Halloween dino-masquerade party. Of course, you don't need an excuse to celebrate—children always like parties, especially ones that honor their favorite extinct animals!

Grade 1–2, Lesson Plan 012 and 012A will get you started with ideas. You can use the **Dinosaurs Unit Cut Outs**, mural, and patterns to create invitations, party and cake decorations, placemats, masks, and more. Set up a game of Pin the Tooth on the T-Rex with materials on the **Learning Page** Web site. Use **Grade 1–2, Lesson Plan 010** for help with the game of Dino Charades, where children act out their favorite dinosaur by highlighting prominent physical or behavioral features, while classmates try to guess their identity.



Grade 1–2,
Lesson Plan
012



Grade 1–2, Lesson Plan 012A

10

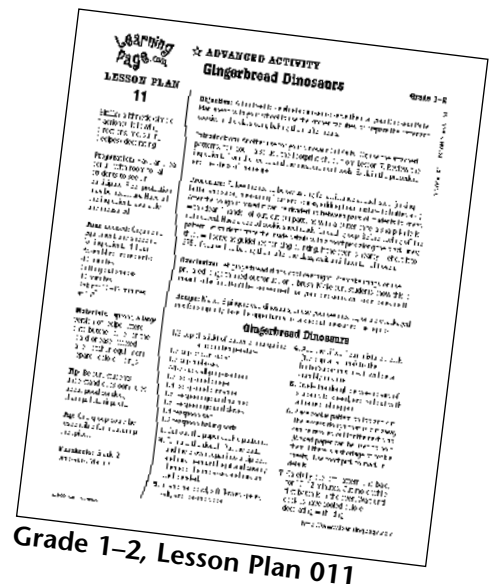
Don then decided he wanted to dig a hole.
He ran to the middle of a beautiful
grass lawn.
The park gardener was very proud of
his lawn.
Don dug a hole in the middle of the lawn.

"Don, don't dig holes!" shouted Kim.

Don stopped digging.



A recipe for
Gingerbread
Dinosaurs can be
found on **Grade 1–2,
Lesson Plan 011**.
Make these with the
class (suggestions
included) or bring
them to the party.
Patterns are
included, or use
the **Dinosaur
Cut Outs** or the
footprint shape
from **Grade 1–2,
Lesson Plan 007**.



Grade 1–2, Lesson Plan 011



When I Grow Up . . .

"What do you want to be when you grow up?"

"A paleontologist!"

Ask this question of any child who is a dinosaur lover, and you're likely to hear this in response. What does a paleontologist actually do? Paleontologists are the scientists who study the remains of prehistoric life, including dinosaurs. They identify the remains (both the species and the body part), reconstruct the animal's lifestyle, and study how their findings fit into the overall evolutionary picture. Paleontologists work with a team of artists, field researchers, and museum staff to ensure that dinosaur bones are excavated, preserved, and displayed in the best possible way.

Dinosaur remains have been found on all continents. Remains are often found when the natural process of wind or water erosion reveals fossils that were previously buried. We rely on fossils for evidence of the dinosaurs and how they lived. However, dinosaur fossils, and particularly entire fossilized skeletons, are very rare because bones become fossilized under very particular conditions. Paleontologists often have only small bone fragments to work with; they estimate shapes of missing bones by comparison with other fossils or by studying the bones of living relatives.

Other kinds of dinosaur remains that are found include:

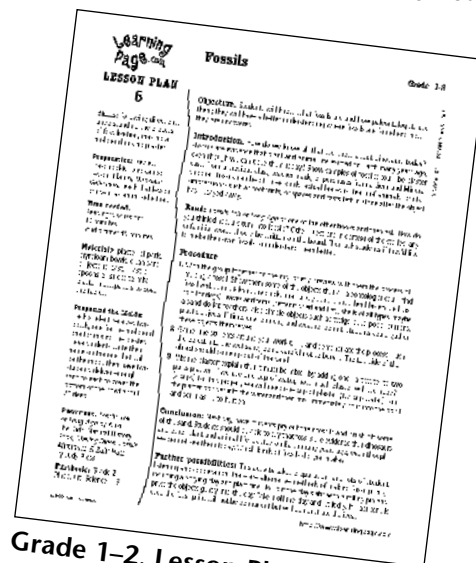
- skin impressions, which show texture but not color (we don't know what color dinosaurs were)

Seeing Dinosaurs

Where can we see dinosaurs today? Ask students if they have ever visited a museum to see dinosaur bones, life-sized models, or dioramas that re-create prehistoric scenes. Aspiring paleontologists also may have visited an archaeological site or a museum laboratory where bones are studied and housed.

Learning Page activities related to paleontology include:

- Grade 1–2, Lesson Plan 006 on fossils
- Grade K Science, 006 and Grade 2 Science, 001 on skeletons



Grade 1–2, Lesson Plan 006

- fossil footprints, called "trackways," which show foot structure and may also indicate whether a dinosaur was solitary or traveled in a herd
- the remains of nests, which can show how close together dinosaurs nested
- remains of eggs, which can indicate the size of baby dinosaurs
- fossilized droppings, which, when analyzed under a microscope, can teach us about an animal's diet

The Food Chain

When we talk about dinosaurs, one of the first topics we cover is their diet. Students may remember the following terminology, which applies both to dinosaurs and to modern-day animals:

carnivorous (meat-eating)

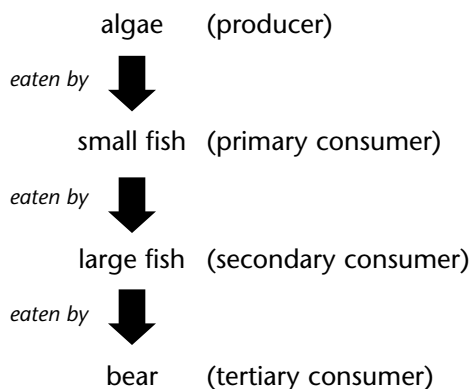
herbivorous (plant-eating)

omnivorous (eating both meat and plants)

When discussing dinosaur diets, a wonderful learning opportunity exists to introduce students to the concept of the **food chain**. Teaching this concept helps students to understand that life is an interdependent community and that each participant in an ecosystem has a crucial role to play. This perspective provides students with a greater understanding of the serious impact of an individual species becoming extinct.

In a living community, there are food **producers** and food **consumers**. Students may already know about the process of **photosynthesis**, whereby plants use carbon dioxide, water, and sunlight to create chemical energy (food) in the form of simple sugars.

Green plants, which are the first step in the food chain, are producers that, through photosynthesis, make food for their own survival. However, these producers also serve as food sources for other members of the community—the consumers—who are unable to make their own food. Some consumers (herbivores) feed directly on producers, and other consumers (carnivores or omnivores) feed on herbivorous consumers in a string of relationships known as the food chain. Here is an example:



12

"Don is very naughty," said Andy.

"He's destroying everything."

"We'll have to send him back," said Tommy.

"Don will be very sad to leave us."

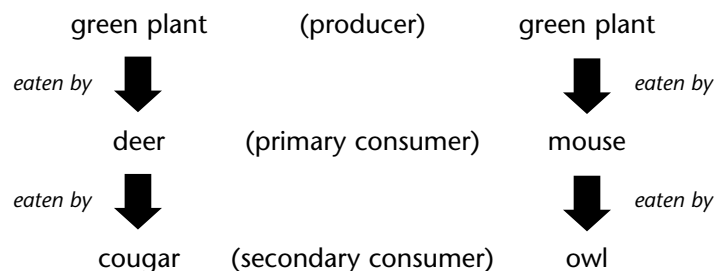
"You tell him he has to go back. I don't want to make him sad," said Andy.

Tommy looked for Don.

Don was talking to RK-5.



Different sets of organisms create different food chains. Here are two more examples:



Finally, the last component of the food chain is the **decomposers**. These are the living things that feed off dead plants and animals, reducing their remains to minerals and gases again. Examples are fungi (such as mushrooms) and bacteria.

"What did Don say to you?" asked Tommy.

"Don wants to go home," RK-5 replied.

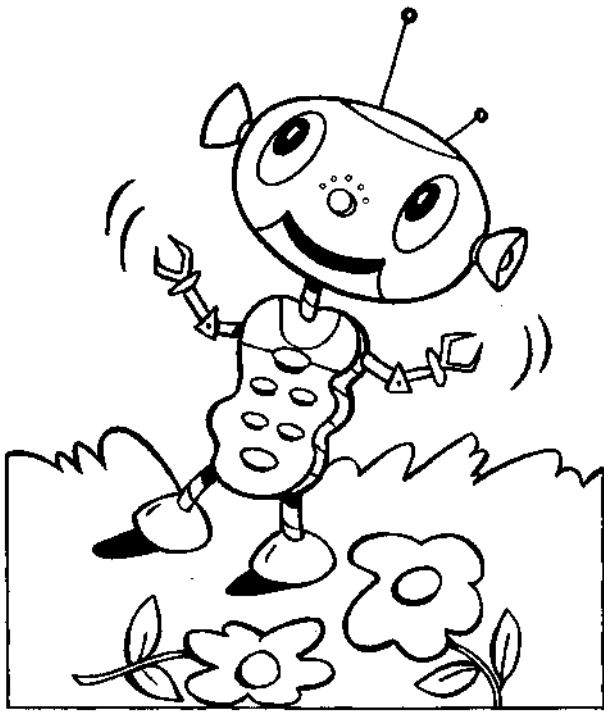
"Everyone here will not let him play.

When he was at home he could eat flowers.

He could chase small animals.

He could dig holes when he wanted!

He also said he misses his mother."



Food Chain Learning Activities

These activities can teach students more about the food chain:

- Assign students the task of discovering an example of a food chain that exists in their local environment. They may use their own observations, library materials, and Internet sources.
- Ask students to make a list of all the foods they typically eat, classified by plant or animal. Students may not be aware of the food source of much of their diet, especially foods that are highly processed. Learning about what they are eating helps students to understand more about how humans fit into the food chain and the entire web of life.
- Have students notice which of the animals they eat are prey animals and which are predators. Both in the natural world and the human world, it is relatively rare for predators to eat other predators, particularly pure carnivores. Humans in some cultures do eat predators, including dogs, raccoons, and bears.

Herbivores

Plant-eaters, or herbivores, usually have blunt teeth for stripping vegetation such as leaves and twigs. Some also have flat teeth for grinding tough plant fibers. Plant-eaters usually have larger digestive systems than meat-eaters due to the processing needed to digest tough plant fibers. Some herbivorous dinosaurs swallowed rocks (called gastroliths) to help them grind up plant fibers.

Herbivores are sometimes referred to as **prey** species because they are the prey, or food, of other species.

Carnivores

Carnivores need strong jaws, sharp teeth, and deadly claws in order to kill and tear apart their prey. Good eyesight, a keen sense of smell, and a large brain to plan hunting strategies are also important for successful hunting. Many prehistoric carnivores, including Velociraptor and Coelophysis (see **Fact Files**), may have hunted in packs.

Carnivores are often referred to as **predator** species, ones that hunt and eat their prey.

A **scavenger** is a specialized type of carnivore, one that eats meat that it does not kill itself. Some modern-day animals, such as hyenas and vultures, are specialized scavengers, but most carnivores are scavengers when given the opportunity. Some dinosaurs may have even been cannibals, eating their own kind.

Omnivores

Only a few of the known dinosaurs were omnivores (eating both plants and animals). These include Oviraptor, whose diet included plants, eggs, and insects.

See **Grade 3, Science 006** for practice classifying dinosaurs by diet and other features.

None

Some dinosaurs ate plants and some dinosaurs ate meat. Meat-eaters are called **carnivores**. The carnivores had big, sharp, teeth which were good for tearing meat. They were bipedal, which means they walked on 2 feet. Plant eaters are called **herbivores**. The herbivores had flatter, ridged teeth, which were good for chewing. The herbivores had both 2 footed walkers and 4 footed walkers. Their necks were often long, which helped them reach their food.

Use your Fact Files to fill out this chart.

Dinosaur	Type of feeder	Kind of teeth	How it walked
Deinonychus			
Ankylosaurus			
Edmontosaurus			
Velociraptor			
Allosaurus			
Parasaurolophus			
Ceratops			
Stegosaurus			
Dromaeosaurus			
Coelophysis			
Hadrosaurus			

Grade 3, Science 006

Review/Recap

Ask students how many books they have read so far in the **Tommy Tales** series. There have been seven so far. Ask whether they have read the stories in order.

Discuss **Book 6** and **Book 7** as a unit, encouraging students to use their imaginations to come up with alternate endings for the overall plot. Pose questions such as, "What do you think might have happened if the children hadn't met up with Don, the baby Triceratops?" Or suggest the possibility that the children instead met up with a baby Tyrannosaurus Rex, and when it returned with them to their present-day life, it grew up into a very large adult. Ask students to imagine, and then write several paragraphs, about an alternate ending to the story.

See Fun Sheet 020 for questions to assist you in reviewing with students the actual ending to the story and their reaction to the story.

Fun Sheet 020

Learning Page 020

Name _____ Story Review

Answer the following questions about the story.

1. What is the title of the story you just read?

2. What is the name of your favorite character?

3. How does the story start?

4. Name something that happened in the middle of the story.

5. How does the story end?

6. How did you like the story?

7. What did you learn from the story?

Fun Sheet 013

Learning Page 013

Contrast

Character

Character	same	different
Don	_____	_____
RK-5	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



The children laughed. They were happy that Don was not sad to be going home.

Tommy said to RK-5, "Please tell Don we enjoyed meeting him. Now it's time for him to go back home."

RK-5 told Tommy to draw a circle on the ground. Tommy then put Don the dinosaur in the circle.

More Writing about Dinosaurs

Using students' experiences of the two *Tommy and the Dinosaur* stories as a springboard, assign a writing project where students create their own dinosaur story. To encourage versatility, suggest that they come up with two story ideas, one realistic and one purely imaginary; then have them write a story based on one of those two ideas. Suggest several possible forms that the story might take, including a past-tense report, a present-time narration in first person (which can intensify the dramatic effect), or a dialogue between two or more characters. As an alternative, allow students to invent their own form.

Encourage students to include dinosaurs from the **Fact Files**, and show students how to use the information contained in the **Fact Files** to develop their dinosaur characters. Suggest that they use a chart such as the one in **Fun Sheet 013** to add interest to their characters.

RK-5 told Tommy which numbers to press on the little robot's number pad.

After Tommy pressed the numbers, there was a flash of light and a cloud of blue smoke.

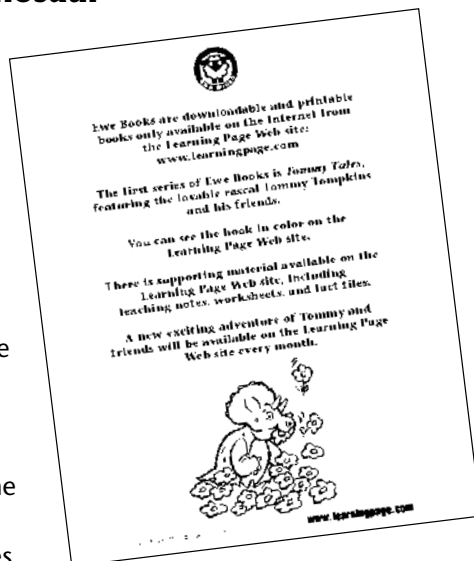
When the smoke cleared, the little dinosaur was nowhere to be seen.



Write a Letter to a Dinosaur

After reading the story, have students write a letter to their favorite dinosaur. They might ask what it was like to live on Earth so long ago or ask questions about the dinosaur's lifestyle. Suggest that students also tell the dinosaur something about life on Earth today. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and their name. Also allow time for students to keep up their journals of Tommy's adventures.

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Understanding the Story

Use **Fun Sheet 020** to review the order of events in this story.

Fun Sheet 020

Story Review

Answer the following questions about the story.

1. What is the title of the story you just read?
2. What is the name of your favorite character?
3. How does the story start?
4. Name something that happened in the middle of the story.
5. How does the story end?
6. How did you like the story?
7. What did you learn from the story?

Feedback

Remind students that this is the seventh book in a series, and that there will be a new one each month. Ask, "How do you like it so far?"

Ask them to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

Conclusion

Ask students for their feelings and thoughts about this story. Stimulate enthusiasm and anticipation for the next story.

Explain to the students that the story continues. They will find out in the next book where Tommy and his friends are off to in their series of exciting adventures.

When the work with *Tommy Meets a Dinosaur, Part 2* is completed, keep all the books together in a storage box to be used again in the next school year or with the next group. Or, students could be encouraged to take the books home to share with their families and have for their own libraries.

